

TRUST- Education Group Ltd

Miles House, Blackburn Road, Ribchester, Preston, Lancashire PR3 3ZQ

Unique reference number (URN): 152369

Pre-registration inspection report:

3 June 2026

Overall outcome

The school is likely to meet all the independent school standards if it is registered

The purpose of this inspection was to advise the Secretary of State for Education about the proposed school's likely compliance with the independent school standards (ISS) and associated requirements that are required for registration as an independent school.

Part 8. Quality of leadership in and management of schools

When we carry out pre-registration inspections of proposed independent schools, we report on the provider's likely compliance with part 8 of the ISS first. Under part 8, the proprietor is required to ensure that the school meets all of the ISS consistently. The standard in part 8 is intended to ensure that the quality of leadership and management at the school is sufficient for that purpose.

The proprietor has a proven track record in the leadership and management of independent special schools. The proprietor demonstrates the knowledge required to set up and run this independent school successfully. It has an appropriate understanding of the ISS and has plans in place to monitor compliance with the ISS regularly. To this end, it has already appointed a governing body, including a chair of governors. The proposed school has experience of, and a commitment to, providing an effective quality of education for pupils.

The proposed school has well-considered approaches to safeguarding and pupils' welfare. The curriculum for personal, social, health and economic (PSHE) education reflects the context of the pupils that the school seeks to admit and demonstrates a commitment to the wellbeing of pupils. The school is likely to fulfil its responsibilities to promote the wellbeing of pupils.

The proposed school is likely to meet all the requirements of the ISS in this part if the Department for Education (DfE) decides to register it as an independent school.

Part 1. Quality of education provided

Curriculum

The proprietor has prepared an appropriate curriculum policy. The information set out in the policy also shows that the active promotion of fundamental British values is at the core of the proposed school's work. This includes values such as tolerance and respect, together with the development of pupils' knowledge and understanding of being a British citizen.

The curriculum policy is supported by schemes of work for each subject. The curriculum design and schemes of work are appropriate. The proposed school has thought carefully about what it wants pupils to learn during their time at the school. The school's curriculum design considers the specific and individual needs of pupils, all of whom will be pupils with special educational needs and/or disabilities (SEND). This includes suitable adaptations and access to a range of interventions for pupils who may need them.

There is suitable importance placed on speaking and listening, reading, writing and mathematics in the curriculum. The proposed school recognises that some pupils who join the school may lack the confidence to read or may be at the early stages of learning to read. An approved phonics programme is in place, and staff will be trained to teach phonics. Additionally, there will be an emphasis on pupils studying subjects such as science, information and communication technology, history, art and design and physical education (PE). It is also proposed that there will be vocational subjects offered, such as hairdressing and beauty therapy, photography and animal care.

The proposed school has a detailed plan for careers education. These plans include the youngest pupils and develop as pupils move through the school, focusing on employability skills as pupils get older.

Pupils' PSHE education will be taught through timetabled lessons. Aspects of PSHE will also be woven into the whole-school curriculum. The development of pupils' life skills, including their emotional and wellbeing skills, is considered an essential part of the curriculum by the proposed school. The topics to be covered are suitably wide-ranging and include all of those that pay particular regard to the protected characteristics as set out in the Equality Act 2010.

The PSHE curriculum will include the development of pupils' understanding of relationships and sex education and health education. The proprietor has taken into consideration the relevant statutory guidance. The proposed school has drafted a policy statement and has considered how it will consult with parents and carers about the policy. The proposed school is aware that this statement will need to be placed on the school's website.

Teaching

The proprietor has already recruited some staff and is in the process of recruiting others. It has a clear idea of the calibre and expertise that it is looking for in its teachers and support staff. The proprietor has developed a detailed induction process for new staff. This includes training them on the proposed school's curriculum and teaching approaches.

The proposed school has created templates for short-term curriculum design. The proprietor will ask teachers to set out the content of lessons in these templates should the school be approved to open. Teachers will be expected to consider the needs of all pupils when designing lesson activities. This includes contributing to pupils achieving the targets set out in their education, health and care (EHC) plans where they have one. The school is well resourced with a range of appropriate educational books and equipment. These are relevant to the age range of pupils whom the school proposes to admit.

The proprietor is committed to providing a high-quality education for pupils. The co-headteachers, who are also the proprietors, have the knowledge, skills and experience to guide and support teachers. This should enable teachers to provide a suitable quality of education if the school opens.

Assessment

The school has a suitable assessment policy in place. Pupils' attainment and personal needs will be assessed when they start at the school. Pupils' progress and attainment will be assessed routinely. Pupils' progress will be communicated regularly to parents and carers and those responsible for governance. Teachers will use these assessments to inform their teaching. Where appropriate, pupils will complete national end-of-key-stage assessments.

The proposed school is likely to meet all the ISS in this part if the DfE decides to register it as an independent school.

Part 2. Spiritual, moral, social and cultural development of pupils

Pupils' spiritual, moral, social and cultural (SMSC) development is a thread that runs through the whole curriculum of this proposed provision. Pupils' SMSC development is central to the school's aims, policies and plans for enrichment activities. Aspects of SMSC development are threaded through the PSHE scheme of work. For example, pupils will learn about democracy and different faiths. Enrichment activities will be offered to all pupils to ensure that they experience a diverse range of social and cultural activities and traditions. For instance, plans are in place to help pupils to be involved in charity work and local community events.

The proposed school has plans to provide opportunities for pupils to discuss local and national issues in an impartial way. Pupils will be encouraged to put into practice the values that are fundamental to living in modern Britain. The school's policies include appropriate references to all the protected characteristics set out in legislation.

The proposed school is likely to meet all the requirements of the ISS in this part if the DfE decides to register it as an independent school.

Part 3. Welfare, health and safety of pupils

Safeguarding

The proprietor has paid attention to the current statutory guidance for safeguarding pupils. A suitable and up-to-date safeguarding policy is in place. The proprietor has introduced all the necessary arrangements to keep pupils safe and to promote their welfare at the school.

The co-headteachers have both had training to designated safeguarding lead (DSL) level. However, they are aware that, as proprietors, they will not be taking on the role of the DSL in the school. This role will be taken on by a senior member of staff whom they will appoint. It is likely that a number of staff will be trained to DSL level.

All new staff will receive appropriate induction training, safeguarding training and regular updates on areas such as radicalisation and extremism, sexual exploitation, sexting and e-safety.

The school has made appropriate arrangements to ensure that the school's computer network has appropriate monitoring and filtering systems in place. This is to assure pupils' safety when they are working online.

Behaviour, anti-bullying, and supervision of pupils

The proprietor has detailed and suitable behaviour and exclusion policies in place. There is also an appropriate anti-bullying policy. Any incidents of poor behaviour will be recorded. The school intends to cross-reference these with any other concerns so that they can gain a full picture of an individual pupil's behaviour and respond quickly to any additional needs that arise. The policy includes appropriate and proportionate sanctions. The proposed school is aware of the recent DfE guidance on restrictive physical intervention (RPI) and has put procedures in place in line with the statutory element requiring the recording of incidents.

Pupils will be supervised by the deployment of sufficient staff, including when moving around the school, at breaktimes, when arriving at school and on leaving the school premises.

Health and safety, fire and first aid

The proprietor has a health and safety policy that is tailored to the proposed school building. It complies with all relevant laws. Regular fire safety checks of the building are planned. The proprietor intends to ensure the school's compliance with the Regulatory Reform (Fire Safety) Order 2005.

The proprietor has an appropriate first-aid policy in place. Some of the staff already appointed have undergone first-aid training.

Admissions and attendance

The school has appropriate systems in place to register pupils' attendance and to allow them to monitor pupils' absences effectively. Leaders will report on pupils' attendance on a regular basis through the intended governance arrangements at the school.

The proprietor has published a suitable admissions policy for the school. Systems are in place to ensure that records of admissions will adhere to the Education (Pupil Registration) Regulations 2006 and 2024.

Risk assessment

A written risk assessment policy is in place. The risk assessments that have already been completed show that leaders plan to take appropriate actions to minimise risks to pupils. This includes risk assessments for the school building and grounds, staff, off-site activities and individual pupils.

The proposed school is likely to meet all the requirements of the ISS in this part if the DfE decides to register it as an independent school.

Part 4. Suitability of staff, supply staff, and proprietors

The recruitment checks made on staff, supply staff and the proprietor and the single central record of these recruitment checks

The single central record (SCR) is in place and meets the requirements for the information that it must contain. The proprietor understands the need to complete all the required checks on the suitability of staff before they take up an appointment. Records relating to the proprietor are included on the school's SCR. All of the suitability checks, including those relating to the leadership and management of a school, have also been carried out.

The proprietors, who are also the co-headteachers, have completed appropriate training to support the appointment of suitable staff to work in a school. Some teaching staff have already been appointed. Plans to recruit additional teachers and support staff are in place. The induction documentation for new staff makes it clear that they will undergo a full suite of safeguarding and other appropriate training on appointment.

The proposed school is aware of the procedures that it should follow in the event of employing supply staff to ensure that they are suitable to work with pupils.

The proposed school does not intend to engage volunteers. However, it is clear about its responsibility for checking the suitability of volunteers who may work with pupils if this does occur.

The proposed school is likely to meet all the requirements of the ISS in this part if the DfE decides to register it as an independent school.

Part 5. Premises of and accommodation at schools

The proposed school is housed in a large, modern, former house and office space. The school has been refurbished and is well appointed to a high standard. This large 2-storey building comprises of several teaching rooms, communal spaces, breakout rooms and a kitchen. There is also a medical room, shower and changing facilities, reception area and office spaces. There is a small, enclosed outdoor area that will be used as a playground.

Toilet and washing facilities, water supply, changing accommodation and showers

There are appropriate toilet and washing facilities. All the toilet cubicles can be secured from the inside. There is hot and cold running water. The hot water is set at an appropriate temperature. There are signs indicating that the water is not suitable for drinking.

Pupils will have access to drinking water throughout the day.

There are changing and shower facilities that can be used for boys and girls separately.

Medical room and accommodation for pupils' therapy needs

A suitable medical room has been set aside. It has a sink within the room. There is easy access to a toilet close by. A bed and well-stocked first-aid kit were in the medical room at the time of the inspection.

Ensuring the health, safety and welfare of pupils, and lighting and acoustic conditions

The accommodation throughout is of a high standard and meets all requirements for the health, safety and welfare of pupils. This includes suitable acoustics and lighting. Teaching rooms have a suitable source of natural light. The exterior and interior lighting is of an appropriate standard. Access through main doorways and gates will be via keypads.

Outdoor space

The proposed pupils will have access to an outdoor area that is safe. It will be an appropriate space in which pupils can play when not in lessons. PE activities will be regularly timetabled in accordance with the school's curriculum requirements. PE sessions for pupils will be conducted at local sports centres. There are risk assessments in place to ensure pupils' safety when travelling to and from the sports centres, and when using this facility.

The proposed school is likely to meet all the requirements of the ISS in this part if the DfE decides to register it as an independent school.

Part 6. Provision of information

The proprietor is fully aware of the requirements for the information that a school should publish on its website. To this end, it has set up a school website that contains appropriate information.

There is a suitable range of information available for parents and pupils when they join the school. This includes information on admissions, behaviour, the curriculum and safeguarding. All key documents will be made available for parents on request from the school office, as well as being published on the school's website.

The proposed school intends to provide termly and annual reports on pupils' progress and attainment to parents. Reports will be detailed and will provide a

holistic picture of a pupil's progress. The proposed school will also report on pupils' personal development and emotional health and wellbeing. It is aware that any inspection reports and examination results need to be made available on the school's website once released. The proprietor is also aware of the requirements to statutorily report incidents to parents, as outlined in the DfE April 2026 guidance on RPI.

The proposed school is likely to meet all the requirements of the ISS in this part if the DfE decides to register it as an independent school.

Part 7. Manner in which complaints are handled

The complaints policy is appropriate. It outlines all of the required stages. It includes appropriate timescales and information about the storage and sharing of written records. The policy is detailed. It ensures that the school's intended complaints procedures are transparent.

The proposed school is likely to meet all the requirements of the ISS in this part if the DfE decides to register it as an independent school.

The school's accessibility plan

The school's accessibility plan fully reflects statutory requirements.

The proposed school is likely to meet the regulation in this part if the DfE decides to register it as an independent school.

About this inspection

The inspector carried out this inspection under section 99 of the Education and Skills Act 2008, at the request of the registration authority for independent schools.

The inspector checked the school's likely compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

This is the proposed school's first pre-registration inspection.

The inspector spoke to the chair of the proprietor body and the other director. They are also the co-headteachers of the proposed school.

The inspector made a tour of the school to check the suitability of the proposed premises against the relevant ISS. She looked at a wide range of documents and policies, including those relating to the curriculum, behaviour and health and safety. She also checked documents relating to safeguarding.

Information about this proposed school:

It is proposed that this single-site school will provide full-time education for up to 40 mixed-gender pupils aged between 11 and 16 years.

It is intended that the proposed school will cater for pupils with SEND. Pupils will primarily have social, emotional and mental health needs, but may have associated additional needs such as autism, attention deficit hyperactivity disorder or speech, language and communication needs. It is expected that most pupils will have an EHC plan.

The proprietor intends to make use of one unregistered alternative provision.

The proprietor is registered at Companies House. The proprietor is TRUST – Education Group Ltd. There are 2 members of the proprietor body, Melissa Wainman and Katie Everson. Melissa Wainman is the chair of the proprietor body.

The proprietor has appointed a governing body, including a chair of governors.

Lead inspector

Sue Eastwood

His Majesty's Inspector

About this proposed school

Proprietor body and Chair of the proprietor body

Co-headteachers

Type of school

Capacity

Number of full-time pupils of compulsory school age on roll

Number of part-time pupils of compulsory school age on roll

TRUST-Education Group Ltd

Melissa Wainman

Melissa Wainman and Katie Everson

Other independent special school

40

Provider's proposal: 40

Provider's proposal: 0

Number of pupils with special educational needs and/or disabilities on roll	Provider's proposal: 40
Number of pupils on roll who have an education, health, and care plan, or who are looked after by a local authority	Provider's proposal: Not known
Age range of pupils	Provider's proposal: 11 to 16
Gender of pupils	Provider's proposal: Mixed
Total hours operating as a school per week	Provider's proposal: 26.4
Total hours of teaching provided per week	Provider's proposal: 25
Number of full-time equivalent teaching staff	Provider's proposal: 15
Number of part-time teaching staff	Provider's proposal: 0
Annual fees for day pupils	£45,000 to £130,000
Email address	info@trustededucation.group

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